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ABSTRACT

The implementation of a performance review system for administrators at a large community college is described. Early efforts focused on defining faculty excellence and then modifying review and promotion systems to support the definition. Using summary statements about administrator excellence, a feedback survey and a process for eliciting responses from those in the administrator's unit were developed. The survey has been pilot tested twice and is close to being finalized, but the process for responding to the survey is far from finalized. The current performance review process begins with a written self-assessment by the administrator. Several items from the feedback survey comprise part of the self-assessment, which is used by the supervisor as the basis of the performance review. The pilot survey in May 1992 included 1,272 surveys rating 192 administrators. A factor analysis was conducted based on 1,038 of these responses. Results indicate that respondents view the job of administration as multifaceted. Respondents were more likely to be comfortable in providing ratings for areas where they had the most direct observation. Major issues in the evolving process of using feedback are described. Five tables present study data. Two appendixes contain the administrator excellence at Miami-Dade County (Florida) Community College summary statements and the survey cover letter. The 31-item feedback survey is included. (SLD)

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A PERFORMANCE FEEDBACK SYSTEM FOR ADMINISTRATORS IN HIGHER EDUCATION

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A PERFORMANCE FEEDBACK SYSTEM FOR ADMINISTRATORS IN HIGHER EDUCATION

Introduction

There is a new face to personnel evaluation these days in higher education. It comes from a service orientation. It is a bottom-up approach. It is based on the belief that faculty can provide important and critical information about the job performance of administrators in much the same way that students can provide information that illuminates faculty performance in the classroom.

This paper will provide information on the implementation of a performance review system for administrators at one large community college. Currently, it is a story without an ending- the final process is still being determined. The seeds were initially sown, however, about five years ago when the college began what was called its "Teaching/Learning Project". The goals of the project were to make teaching a rewarding profession, to improve the quality of teaching and learning at the college, and to make teaching and learning the focal point of college activities and decision-making processes.

Early efforts focused on faculty - first in defining faculty excellence and then in modifying performance review and promotion systems to support this definition. This process set the stage for focusing on administrators' roles in the teaching/learning process.

Process and Products to Date

Work began with a charge to a committee to define "administrator excellence". The document that resulted was based on a definition of administrators who had academic and line responsibilities. The first charge to the next committee, which was convened to develop the evaluation and promotion processes for administrators, was to modify the definition of administrator excellence to include professional staff who might not have line or academic responsibilities (e.g., systems analysts, institutional researchers). The resulting summary statements of Administrator Excellence can be found in Appendix A.

Using these summary statements, a feedback survey and a process for eliciting responses from those in the administrator's unit was developed. The survey has been piloted twice so far and probably is close to being finalized. The process for responding to the survey, however, is far from finalized. (See Appendix B for an overview of the current process and survey.)

The feedback survey is one part of the annual performance review. The annual performance review process begins with a written self-assessment by the administrator in each of the five areas of administrator excellence: leadership/supervision, professional performance, interpersonal skills, motivation, and knowledge base. A number of items on the feedback survey have been taken directly from the administrator excellence summary document and form one piece of evidence in the self-assessment. Other evidence may include peer reviews and other documentation that the administrator wishes to use. The self-assessment is then given to the supervisor who uses it as the basis of the performance review.

The annual performance review then serves as the basis of a new administrator advancement process. The administrator advancement process is based on the premise that administrators should be able to advance within their current positions. Currently, like most other colleges, administrators must move to another position if they wish to earn a higher salary or be promoted. In its current draft form, the administrator advancement process is based on excellent performance reviews for three consecutive years in the same position. Those who are deemed "excellent" will receive a contract that extends beyond one year and a boost in salary.

RESULTS

Who was included?

The results presented in this paper are based on a pilot process that took place in May of 1992. The pilot invited all personnel from three of the five campus locations (Kendall, Homestead, and Wolfson) and District to rate those administrators who were in their administrative unit (see Appendix B for directions). A total of 1,272 surveys were received. Responses were received for 192 or 70% of the 283 administrators who were included in the listing. Respondents may have completed surveys on more than one administrator.

The respondents held various roles at the college. About one third of the respondents were support staff. An additional third were faculty and departmental chairpersons. Slightly over 20% were professionals and other administrators. Most did not report directly to the administrator being rated (56%), were satisfied with the survey process (86%), and thought they should provide feedback in the future (77%). See the end of Table 1 for full results.

How were the items rated?

Respondents could rate the administrator on each of 24 items using strongly agree (4), agree (3), disagree (2), strongly disagree (1), or unable to rate (0) if they thought the item applied but that they had insufficient information to provide a rating. Respondents were further instructed to leave an item blank if they thought the item did not apply to that administrator.

Rating results are reported in Table 1 and mean and standard deviations in Table 2. Respondents were least likely to provide ratings in the area of student advisement (31% leaving blank or unable to rate), emphasis on instruction (20%), dealing with inappropriate behavior (22%), and effective management of resources (19%). Areas where respondents felt most qualified to provide ratings were those the rater could directly observe. They included presentation of information (5% of respondents leaving blank or indicating they could not rate), approachability and active listening (4%), and respectful treatment of others (5%).

As a group, administrators showed some definite strengths and weaknesses on the 24 items related to their performance. In particular, administrators had highest mean ratings on knowledgeability of policies and procedures (item 23), recognizing that the first constituency to be served is the student (item 1), and knowledgeability of the characteristics of the student body (item 24). Lowest mean ratings were received for item 18 (deals effectively with inappropriate behavior in a timely manner) and item 11 (emphasizes the importance of student advisement). Using the criteria of percent of respondents agreeing or disagreeing and ignoring "unable to rate" responses, however, resulted in a different set of high and low items. Items where more than 70% of the responses were in agreement included recognizing the student as the first constituency (77%), supporting teaching/learning (75%), accepting

responsibility for the unit (71%), effectiveness in a multi-cultural environment (76%), presenting information clearly (73%), treating others with respect (72%), and knowledge about the work area (74%), policies and procedures (85%), and the student body (76%). Items which had the largest amount of disagreement (30% or more) included establishing a climate that encourages risk taking, appropriate use of power, appropriate leadership strategies, and receptivity to feedback.

What dimensions did respondents use in ratings?

Most of us would agree that the act of "administering" is a complex activity involving a number of dimensions. An administrator may know policies, procedures, and management of budget but have difficulty in relating well to personnel. Others may be excellent at creative problem-solving but be unable to supervise difficult employees. The question addressed in this section is a whether respondents viewed the administrator across a variety of dimensions and, if they did, what these dimensions were.

Factor analysis was used to answer this question. Basically what this procedure did was to look at the correlations among the items (See Table 3) and determine which items (if any) grouped together separately from other items, and formed a "factor" or "dimension". Readers interested in the more technical details of the factor analysis process are referred to Appendix C.

Results showed that respondents did make distinctions. In fact, it appeared that respondents had five underlying but related constructs in mind as they completed their ratings (see Table 4). Based on the items included in each of the factor groupings, the factors were tentatively named as follows:

Factor 1.	General administrator competence
Factor 2.	Interpersonal skills
Factor 3.	Support of college mission
Factor 4.	Knowledge base
Factor 5.	Motivation

The items which were most strongly related to each factor were included under the factor and were used to help name it. The number next to the item shows how much weight that item has in that factor. The weighting can be thought of as a correlation between that item and the factor and can range from an absolute value of 0 to 1. Only weights of .30 or higher were displayed to facilitate interpretation.

Factor 1, general administrator competence, included more than half of the items that were in the survey. The 13 items included in this factor were drawn from all five areas of administrator excellence summary statements, though the items which loaded most heavily on this factor were drawn from the area entitled "professional performance". Administrators who rated high on this factor tended to receive high ratings on items involving creativity in solving problems, fulfilling responsibilities on time, making informed decisions, and using appropriate leadership strategies.

Factor 2, interpersonal skills, included six items, a majority of which were drawn from the interpersonal skills area of the administrator excellence document. Administrators who rated high on this factor were perceived as approachable, active listeners, and respectful of others.

The remaining three factors were decidedly smaller, both in terms of the number of items included with each factor and in terms of the amount of variance explained by each factor. Factor 3, labelled support of college mission, drew a majority of its three items from the professional performance area of the excellence summary document. It included items on student advisement, instruction, and recognizing the student is the first constituency. Factor 4, labelled knowledge base, included only two items about policies, procedures, and the student body. Factor 5, labelled motivation, was culled from the motivation summary statements of the excellence document. It included two items, providing a climate for risk taking and acknowledging others' strengths.

Because of the type of factor analysis performed, the factors were correlated with one another in the same way that items are. Table 5 shows that the correlations among the factors were

fairly strong, ranging from a low of .41 between factors 4 and 5, to a high of .74 between factors 1 and 2. The most important factors (based on the variability attributed to each factor) were factor 1, general administrator competence, and factor 2, interpersonal skills.

Like each factor, the responses to each item contained variability that is unique to that item based on its specific wording, etc., and variability the item shared with other items. Table 3 displays the correlations of the items with each other and shows the extent of the common variance between each pair of items. Note that the correlations were quite high among the items, the lowest being .40. The communalities at the bottom of the table show how much variability each item shares with all other items. One could think of items with high communalities as "linchpin" or core items that hold the survey together. The top items in this survey were:

Item 16: Treats all individuals with respect. (C = .83)
Item 15: Is approachable and listens actively. (C = .82)
Item 17: Is receptive to feedback. (C = .79)
Item 6: Uses leadership strategies that are appropriate for the situation. (C = .78)
Item 9: Makes informed decisions. (C = .77)
Item 20: Establishes a climate that encourages and rewards initiative and responsible risk-taking. (C = .77)

DISCUSSION

Summary

These results indicate that respondents to the administrative feedback survey do view the job of administration as multi-faceted. Respondents were most likely to feel comfortable in providing ratings for those areas where they had the most direct observation. Respondents were less likely to provide ratings in the areas related to academic tasks of advisement and instruction or the more solitary activity of managing resources.

There were five interrelated factors or dimensions that respondents used to rate administrators: general administrator competence, interpersonal skills, support of college mission, knowledge base, and motivation. Most of the variability in ratings could be explained by the first two

factors. There was not a clear break, however, between the managerial and interpersonal dimensions; the first two factors correlated .74.

Most of the "key" items of the survey (those with high communalities) involved an orientation towards others and an ability to receive or gather information from the work environment. These items specifically addressed treating others with respect, approachability, and listening to others. Other key items touched on appropriate leadership strategies and making informed decisions--both activities that require a gathering of information and a "reading" of the environment.

Current Issues and Tasks

Despite general acceptance of the feedback survey itself, the process of obtaining and using administrator feedback remains in a state of flux. Among the major issues are the following:

Balancing respondents' desire for anonymity against administrators' wish to place responses in context: A number of respondents have been hesitant to complete the survey or to identify themselves by job role and whether they worked directly for the administrator being reviewed because of the fear that their responses could be traced to them. Others completed the survey but were fearful of filling out the comments section. Administrators, on the other hand, have stated that they need additional information to be able to identify and address any problem areas. Other administrators have said they give more weight to responses from those they immediately supervise so need to see these separately.

Defining who will respond to the survey: It was a surprise to discover that the institution lacked a computerized system for determining who reported to whom. Thus, an electronic organizational chart is currently being developed so people who report to the administrator either directly or indirectly can receive a survey form with the administrator's ID number already coded in rather than needing to select each administrator from a comprehensive list. An issue which still needs to be resolved is whether individuals outside of the administrative

unit can also complete surveys on those they work closely with and, if so, how they would be included in the process.

The validity of a single process to cover all administrators: The term "administrator" covers a broad spectrum of professionals. Some administrators are directly involved with faculty and academic issues; others serve in support roles ranging from purchasing to computers and research. Some supervise many; others supervise none. Can the same process and survey be used in all cases? Further experience and research will be needed before clear answers emerge.

"Bottom up" evaluations of management are appearing in a variety of settings, including higher education. The rationale can be found in other trends sweeping academe--accountability, TQM (Total Quality Management), and focus on teaching and learning (to name several of the most prevalent). Making the process trusted, useful, and lasting, however, will require time and effort. Perhaps we should take a lesson from the eternal debate over the role of student evaluations of faculty, realizing the need to address the hard questions of value and understanding that some areas are more amenable to faculty and staff input than others.

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10/22/92

Table 1

Responses to Administrative Feedback Items
Spring, 1992

Responses	Frequency	Percent
1. Recognizes That the First Constituency to be Served is the M-DCC Student and Makes Decisions Accordingly		
Not Rated	42	3.3
Unable to Rate	60	4.7
Strongly Disagree	106	8.3
Disagree	86	6.8
Agree	341	26.8
Strongly Agree	637	50.1
2. Supports the Teaching/Learning Process		
Not Rated	44	3.5
Unable to Rate	123	9.7
Strongly Disagree	78	6.1
Disagree	69	5.4
Agree	333	26.2
Strongly Agree	625	49.1
3. Provides Authority, Support, and Resources When Delegating Tasks		
Not Rated	27	2.1
Unable to Rate	82	6.4
Strongly Disagree	148	11.6
Disagree	183	14.4
Agree	338	26.6
Strongly Agree	494	38.8
4. Uses Power Equitably and Appropriately		
Not Rated	16	1.3
Unable to Rate	67	5.3
Strongly Disagree	220	17.3
Disagree	175	13.8
Agree	353	27.8
Strongly Agree	441	34.7
5. Accepts Responsibility for the Performance of the Administrative Unit		
Not Rated	33	2.6
Unable to Rate	109	8.6
Strongly Disagree	111	8.7
Disagree	111	8.7
Agree	350	27.5
Strongly Agree	558	43.9

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Table 1
(continued)

Responses to Administrative Feedback Items
Spring, 1992

Responses	Frequency	Percent
6. Uses Leadership Strategies That Are Appropriate for the Situation		
Not Rated	20	1.6
Unable to Rate	69	5.4
Strongly Disagree	209	16.4
Disagree	192	15.1
Agree	365	28.7
Strongly Agree	417	32.8
7. Fulfills Responsibilities in a Timely Manner		
Not Rated	18	1.4
Unable to Rate	133	10.5
Strongly Disagree	113	8.9
Disagree	137	10.8
Agree	400	31.4
Strongly Agree	471	37.0
8. Uses Initiative and Creativity in Solving Problems		
Not Rated	26	2.0
Unable to Rate	93	7.3
Strongly Disagree	152	11.9
Disagree	165	13.0
Agree	354	27.8
Strongly Agree	482	37.9
9. Makes Informed Decisions		
Not Rated	22	1.7
Unable to Rate	85	6.7
Strongly Disagree	165	13.0
Disagree	150	11.8
Agree	380	29.9
Strongly Agree	470	36.9
10. Effectively Manages the Expenditure of Resources		
Not Rated	46	3.6
Unable to Rate	195	15.3
Strongly Disagree	132	10.4
Disagree	130	10.2
Agree	328	25.8
Strongly Agree	441	34.7

AB92109.1

Table 1
(continued)

Responses to Administrative Feedback Items
Spring, 1992

Responses	Frequency	Percent
11. Emphasizes the Importance of Student Advisement		
Not Rated	138	10.8
Unable to Rate	259	20.4
Strongly Disagree	75	5.9
Disagree	86	6.8
Agree	266	20.9
Strongly Agree	448	35.2
12. Emphasizes the Importance of Instruction		
Not Rated	97	7.6
Unable to Rate	163	12.8
Strongly Disagree	93	7.3
Disagree	85	6.7
Agree	307	24.1
Strongly Agree	527	41.4
13. Functions Effectively in a Multi-Cultural Environment		
Not Rated	37	2.9
Unable to Rate	81	6.4
Strongly Disagree	90	7.1
Disagree	97	7.6
Agree	375	29.5
Strongly Agree	592	46.5
14. Presents Information Clearly		
Not Rated	26	2.0
Unable to Rate	41	3.2
Strongly Disagree	118	9.3
Disagree	153	12.0
Agree	438	34.4
Strongly Agree	496	39.0
15. Is Approachable and Listens Actively		
Not Rated	18	1.4
Unable to Rate	36	2.8
Strongly Disagree	190	14.9
Disagree	174	13.7
Agree	323	25.4
Strongly Agree	531	41.7

Table 1
(continued)

Responses to Administrative Feedback Items
Spring, 1992

Responses	Frequency	Percent
16. Treats All Individuals With Respect		
Not Rated	17	1.3
Unable to Rate	40	3.1
Strongly Disagree	165	13.0
Disagree	132	10.4
Agree	338	26.6
Strongly Agree	580	45.6
17. Is Receptive to Feedback		
Not Rated	27	2.1
Unable to Rate	89	7.0
Strongly Disagree	203	16.0
Disagree	179	14.1
Agree	338	26.6
Strongly Agree	436	34.3
18. Deals Effectively With Inappropriate Behavior In a Timely Manner		
Not Rated	48	3.8
Unable to Rate	227	17.8
Strongly Disagree	156	12.3
Disagree	157	12.3
Agree	322	25.3
Strongly Agree	362	28.5
19. Acknowledges and Reinforces the Strengths and Achievements of Others		
Not Rated	20	1.6
Unable to Rate	81	6.4
Strongly Disagree	201	15.8
Disagree	160	12.6
Agree	346	27.2
Strongly Agree	464	36.5
20. Established a Climate That Encourages and Rewards Initiative and Responsible Risk-Taking		
Not Rated	42	3.3
Unable to Rate	97	7.6
Strongly Disagree	236	18.6
Disagree	203	16.0
Agree	299	23.5
Strongly Agree	395	31.1

Table 1
(continued)

Responses to Administrative Feedback Items
Spring, 1992

Responses	Frequency	Percent
21. Promotes Teamwork		
Not Rated	38	3.0
Unable to Rate	87	6.8
Strongly Disagree	172	13.5
Disagree	177	13.9
Agree	319	25.1
Strongly Agree	479	37.7
22. Is Knowledgeable About the Work Area/Discipline		
Not Rated	38	3.0
Unable to Rate	87	6.8
Strongly Disagree	105	8.3
Disagree	107	8.4
Agree	375	29.5
Strongly Agree	560	44.0
23. Is Knowledgeable About M-DCC Policies and Procedures		
Not Rated	28	2.2
Unable to Rate	60	4.7
Strongly Disagree	58	4.6
Disagree	46	3.6
Agree	357	28.1
Strongly Agree	723	56.8
24. Is Knowledgeable About Characteristics of the M-DCC Student Body		
Not Rated	69	5.4
Unable to Rate	116	9.1
Strongly Disagree	55	4.3
Disagree	63	5.0
Agree	345	27.1
Strongly Agree	624	49.1
Job Role		
Blank	103	8.1
Department Chair	54	4.2
Faculty	405	31.8
Professional Staff	208	16.4
Support Staff	426	33.5
Other Administrative	76	6.0

Table 1
(continued)

Responses to Administrative Feedback Items
Spring, 1992

Responses	Frequency	Percent
Immediate Supervisor		
Blank	96	7.5
Miscoded	2	0.2
No	710	55.8
Yes	464	36.5
Should You Provide Feedback in Future		
Blank	96	7.5
Miscoded	12	0.9
No	183	14.4
Yes	981	77.1
Length of Survey		
Blank	89	7.0
Too Long	41	3.2
Too Short	87	6.8
Just Right	1,055	82.9
Survey Process		
Blank	88	6.9
Miscoded	1	0.1
Needs Revision	90	7.1
Satisfactory	1,093	85.9
Instructions Were		
Blank	87	6.8
Hard	66	5.2
Easy	1,119	88.0
Forward Results When Less Than Four Responds		
Blank	180	14.2
Yes	676	53.1
No	416	32.7

Table 2

Means and Standard Deviations of
Administrative Feedback
Spring, 1992

Item		Mean	Standard Deviation
1.	Recognizes that the first constituency to be served is the M-DCC student and makes decisions accordingly	3.10	1.19
2.	Supports the teaching/learning process	3.00	1.32
3.	Provides authority, support, and resources when delegating tasks	2.77	1.27
4.	Uses power equitably and appropriately	2.66	1.28
5.	Accepts responsibility for the performance of the administrative unit	2.88	1.32
6.	Uses leadership strategies that are appropriate for the situation	2.65	1.27
7.	Fulfills responsibilities in a timely manner	2.71	1.35
8.	Uses initiative and creativity in solving problems	2.74	1.30
9.	Makes informed decisions	2.76	1.27
10.	Effectively manages the expenditure of resources	2.53	1.48
11.	Emphasizes the importance of student advisement	2.46	1.61
12.	Emphasizes the importance of instruction	2.78	1.45
13.	Functions effectively in a multi-cultural environment	3.02	1.23
14.	Presents information clearly	2.96	1.12
15.	Is approachable and listens actively	2.88	1.19
16.	Treats all individuals with respect	2.98	1.19
17.	Is receptive to feedback	2.63	1.31
18.	Deals effectively with inappropriate behavior in a timely manner	2.31	1.51
19.	Acknowledges and reinforces the strengths and achievements of others	2.69	1.29
20.	Establishes a climate that encourages and rewards initiative and responsible risk-taking	2.51	1.34
21.	Promotes teamwork	2.72	1.30
22.	Is Knowledgeable about the work area/discipline	2.95	1.26
23.	Is knowledgeable about M-DCC policies and procedures	3.28	1.10
24.	Is knowledgeable about characteristics of the M-DCC student body	3.06	1.28

AB92109.2

Table 3

Pearson Correlation Coefficients
Items 1 - 24
Spring 1992, Administrative Feedback Survey

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	-	60	56	61	59	61	55	61	64	53	53	58	55	61	56	59	55	52	59	58	57	54	52	55
2		-	52	51	53	50	48	48	52	47	43	58	50	53	43	49	45	40	53	52	47	46	52	53
3			-	73	68	73	63	67	72	57	40	46	59	65	65	63	69	62	66	64	65	62	51	48
4				-	67	78	60	71	73	57	44	50	60	68	68	68	72	61	69	70	70	59	52	47
5					-	71	66	67	72	59	44	49	61	65	58	60	64	60	62	58	62	66	56	52
6						-	68	75	77	59	46	49	62	70	66	65	71	65	70	68	71	62	51	50
7							-	68	69	59	43	47	55	60	53	54	61	58	61	57	60	59	49	45
8								-	75	59	45	47	61	67	61	60	66	62	64	65	63	62	48	46
9									-	63	45	50	62	68	65	63	69	63	68	64	66	65	54	53
10										-	41	44	50	53	48	48	52	56	55	54	56	52	49	46
11											-	63	46	44	42	41	45	44	46	47	46	48	40	52
12												-	49	52	43	48	43	41	54	56	51	48	49	58
13													-	66	58	64	59	49	61	60	58	57	55	54
14														-	65	66	64	55	67	62	63	60	56	50
15															-	76	78	59	69	63	67	56	45	41
16																-	71	56	69	63	66	56	49	49
17																	-	65	70	67	70	63	45	41
18																		-	57	61	59	58	41	40
19																			-	74	71	57	54	50
20																				-	69	56	47	48
21																					-	62	49	43
22																						-	54	48
23																							-	66
24																								-
Communality	.62	.53	.69	.74	.70	.78	.63	.72	.77	.52	.65	.69	.58	.68	.82	.83	.79	.60	.75	.77	.68	.62	.74	.64

Table 4

Factor Results of Spring Term Administrative Feedback Survey
Based on Weightings of .30 or Above

Factor 1: General Administration Competence

.76	Uses creativity in solving problems (Item 8)
.74	Fulfills responsibilities on time (Item 7)
.73	Makes informed decisions (Item 9)
.69	Uses appropriate leadership strategies (Item 6)
.67	Accepts responsibility for unit (Item 5)
.63	Deals with inappropriate behavior (Item 18)
.59	Effectively manages resources (Item 10)
.59	Provides support when delegating tasks (Item 3)
.53	Knowledgeable about work area (Item 22)
.49	Uses power equitably and appropriately (Item 4)
.37	Is receptive to feedback (Item 17)*
.35	Presents information clearly (Item 14)*
.33	Promotes teamwork (Item 21)*

Factor 2: Interpersonal Skills

.88	Is approachable & listens actively (Item 15)
.71	Treats all individuals with respect (Item 16)
.61	Is receptive to feedback (Item 17)*
.34	Acknowledges others strengths (Item 19)*
.33	Promotes teamwork (Item 21)*
.30	Presents information clearly (Item 14)*

Factor 3: Support of College Mission

.78	Emphasizes student advisement (Item 11)
.65	Emphasizes instruction (Item 12)
.34	Recognizes student is 1st constituency (Item 1)

Factor 4: Knowledge Base

.82	Knowledgeable about policies/procedures (Item 23)
.56	Knowledgeable about student body (Item 24)

Factor 5: Motivation

.52	Climate encourages risk-taking (Item 20)
.37	Acknowledges others strengths (Item 19)*

*This item is included in more than one factor.

Note: Item 13 (Effective in a multi-cultural environment) and Item 2 (supports Teaching/Learning) failed to load at .30 or above on any factor. The highest loading for Item 13 was .27 on Factor 2. The highest loading for Item 2 was .27 on Factor 3.

AB92109.4

Table 5

Inter-Factor Correlations and Factor Weights

	Factors				
	1	2	3	4	5
Factor 1	-	74	58	61	59
Factor 2		-	50	51	57
Factor 3			-	59	47
Factor 4				-	41
Factor 5					-

Variance Explained by Each Factor Eliminating Other Factors

Weighted	5.63	4.38	2.19	2.22	1.27
Unweighted	1.66	0.98	0.75	0.67	0.31

Appendix A

ADMINISTRATOR EXCELLENCE AT MIAMI-DADE COMMUNITY COLLEGE

SUMMARY STATEMENTS

LEADERSHIP/SUPERVISION

Excellent administrators at Miami-Dade Community College:

- Recognize that the first constituency to be served is the M-DCC student and make decisions accordingly.
- Actively seek the resources necessary to support institutional programs, services and goals.
- Use power equitably and appropriately.
- Accept responsibility for their own performance.
- Exhibit positive behavior which they encourage in others.
- Use leadership strategies that are appropriate to the situation.
- Respond to community needs and issues in ways that are consistent with M-DCC's mission.

In addition, excellent administrators at M-DCC with supervisory responsibilities:

- Provide leadership for the development, implementation, and evaluation of the teaching and learning process.
- Actively seek students and personnel who reflect the diversity of the community and provide opportunities for their growth.
- Accept responsibility for the performance of their administrative unit.

PROFESSIONAL PERFORMANCE

Excellent administrators at Miami-Dade Community College:

- Consistently apply M-DCC philosophy and values when making decisions.
- Fulfill their responsibilities in a timely manner.
- Demonstrate integrity and ethics worthy of public trust.
- Act within the role and scope of their responsibilities.
- Use initiative and creativity in solving problems.
- Ensure that planning is a continuous process.
- Make informed decisions.
- Represent the institution in a professional manner.

Excellent academic and student services administrators at M-DCC:

- Emphasize the importance and value of advisement and of instruction.

In addition, excellent administrators at M-DCC with supervisory responsibilities:

- Effectively manage the expenditure of resources.

INTERPERSONAL SKILLS

Excellent administrators at Miami-Dade Community College:

- Communicate clearly and effectively with students, colleagues and members of the community.
- Function effectively in a multicultural environment.
- Are approachable and listen actively.
- Treat all individuals with respect.
- Are receptive to feedback.
- Deal effectively with inappropriate behavior in a timely manner.

MOTIVATION

Excellent administrators at Miami-Dade Community College:

- Acknowledge and reinforce the strengths and achievements of others.
- Establish a climate that encourages and rewards initiative and responsible risk-taking.
- Promote teamwork.
- Provide an environment that encourages members of the administrative unit to achieve goals.

KNOWLEDGE BASE

Excellent administrators at Miami-Dade Community College:

- Are knowledgeable about their work areas and/or disciplines.
- Are knowledgeable about the way in which their own performance supports teaching and learning.
- Are knowledgeable about characteristics of the M-DCC student body.
- Are knowledgeable about M-DCC policies and procedures.

AB92005
5/4/92

Appendix B

April 2, 1992

Dear M-DCC employee:

The enclosed materials are being sent to you so you can participate in a pilot of the Administrator Feedback Survey and process. The survey has been developed by the Administrator Advancement Subcommittee of the Teaching/Learning Project and is based on the Statement of Administrator Excellence.

The purpose of this survey is to gather information from personnel who work for the administrators being reviewed. The survey results will be summarized in a report and, during this pilot phase, returned only to the administrator being reviewed. It is expected that this information will help the administrator (1) judge how well he/she is performing, (2) uncover areas where growth might occur, and (3) prepare for annual performance reviews. Thus, the process of obtaining and using the information is somewhat analogous to the student feedback survey process for faculty.

You may provide feedback on the following administrators:

1. The College President, Dr. Robert McCabe
2. Your Campus President (campus employees) or District Vice-President (district employees)
3. Your immediate supervisor
4. Your immediate supervisor's supervisor, etc., up through the chain-of-command in your area

For example, a mathematics faculty member on South campus could complete surveys on the Department Chairperson, Associate Dean of Natural Sciences, Academic Dean, Campus President, and College President. A district example would be a programmer who could complete surveys on: their supervising analyst and, if appropriate, on the Assistant Director of Computer Applications Programming (CAP); Director of CAP; Director of Computer Services; Vice-President for Administrative Services, and the College President.

To participate in the survey process, complete the following steps. <u>You have two weeks to complete and return the survey. You may use either pen (black or blue only) or pencil to respond</u>.

1. Find the name and four-digit identification number of the administrator you wish to review first on the enclosed list. This ID number is critical. Without it, the administrator will not receive your feedback.

2. Write the 4-digit identification number in spaces A-D of the identification

number box in the lower left-hand corner of the answer sheet. Then bubble-in the corresponding circles below it (see example). Again, the administrator will not receive your feedback unless the numbers are bubbled as well as written.

3. Complete the survey, skipping any questions that you feel do not apply to the administrator being reviewed.

4. If you wish to address comments to the administrator, write the four-digit ID number at the top of the administrator comments form then write in your comments. Comments about the survey and the survey process should be placed on the second comments sheet. Detach all comments sheets and place them with the answer sheet.

5. Select the next administrator you wish to review and follow the same process.

6. When you have finished, check to make sure the identification numbers are correct, then securely seal all answer and comment sheets used in a 9" x 12" inter-office envelope. Address the envelope to the Testing Center on your campus (Homestead respondents should mail their surveys to Nancy Adkinson, Room 1233). Write "Confidential" and "Survey Results" on the envelope. Make sure the answer sheet is not folded. Bent answer sheets cannot be read by the scanner.

At the end of the pilot, the administrators will receive your comments, an overall summary report, and summaries based on level of supervision (see item 26) and role (see item 25) if at least four people respond. Otherwise, the administrator will not see the results as a way of preserving respondents' anonymity. If you want your feedback to go forward to the administrator whatever the number of responses, please indicate this at the appropriate place on the survey.

If you have questions, please call one of the following:

Marcia Belcher, committe member (District)	7-7445
Cary Ser, committee member (South/Homestead)	7-2254
Arturo Sosa, committee member (Wolfson/InterAmerican)	7-3830
Testing Center - North Campus	7-1015
Testing Center - South Campus	7-2341
Testing Center - Wolfson Campus	7-3012
Testing Center - Medical Campus	7-4331

Thank you for your participation.

SURVEYS NOT RETURNED BY APRIL 24 WILL NOT BE PROCESSED.

MJB:ab
enc.

91-2 PILOT

ADMINISTRATOR PERFORMANCE REVIEW

FEEDBACK INSTRUMENT

DIRECTIONS: Think about the administrator's performance over the past year. Then read each item and indicate the extent of your agreement with each statement. If you feel unable to rate the administrator on the item, please mark **(E)**. The response options for items 1-24 are:

(A) Strongly agree
(B) Agree
(C) Disagree
(D) Strongly Disagree
(E) Unable to rate

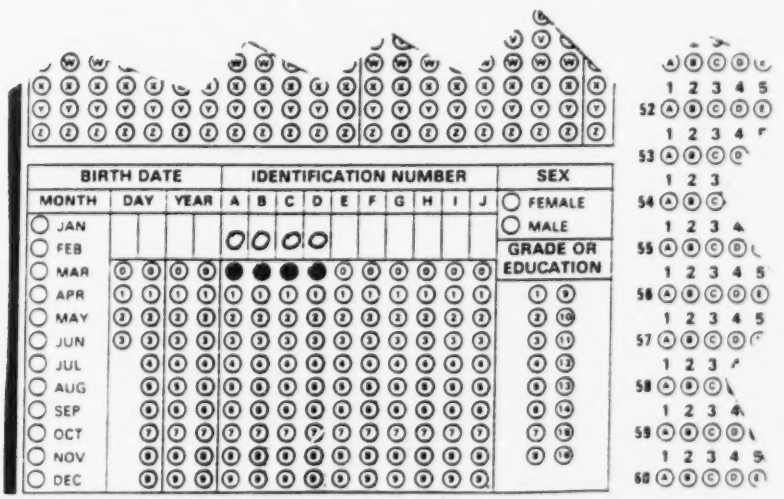
Items which do not apply to the administrator should be skipped and left blank.

For each response chosen, fully darken the circle. You may use either a pencil or blue or black pens to mark the answer sheet. However, you may not make any changes if you use a pen. Completely erase any changes you make with pencil before selecting a new response. You may select only one response for each item.

Attached to this feedback instrument are two sheets for your comments. One is for your comments on the administrator's performance. These comments will be forwarded by your campus testing department to the administrator being reviewed. The other sheet is for general comments on the pilot process and instrument items and will go the Administrator Advancement Subcommittee. If you make comments, please detach those sheets and RETURN THEM WITH THE COMPLETED ANSWER SHEET TO YOUR CAMPUS TESTING CENTER. Otherwise, return only the answer sheets.

PLEASE DO NOT FOLD THE ANSWER SHEET

Make sure you find the identification number of the administrator being reviewed and mark it on the answer sheet as shown by the example below:



SAMPLE ID NUMBER

ADMINISTRATOR PERFORMANCE REVIEW
FEEDBACK SURVEY

USE THESE RESPONSES TO ANSWER THE FOLLOWING ITEMS:

(A)	**Strongly agree**	**(D)**	**Strongly Disagree**
(B)	**Agree**	**(E)**	**Unable to rate**
(C)	**Disagree**		

Items which do not apply to the administrator should be skipped and left blank.

1. Recognizes that the first constituency to be served is the M-DCC student and makes decisions accordingly.
2. Supports the teaching/learning process.
3. Provides authority, support, and resources when delegating tasks.
4. Uses power equitably and appropriately.
5. Accepts responsibility for the performance of the administrative unit.
6. Uses leadership strategies that are appropriate for the situation.
7. Fulfills responsibilities in a timely manner.
8. Uses initiative and creativity in solving problems.
9. Makes informed decisions.
10. Effectively manages the expenditure of resources.
11. Emphasizes the importance of student advisement.
12. Emphasizes the importance of instruction.
13. Functions effectively in a multi-cultural environment.
14. Presents information clearly.
15. Is approachable and listens actively.
16. Treats all individuals with respect.
17. Is receptive to feedback.
18. Deals effectively with inappropriate behavior in a timely manner.
19. Acknowledges and reinforces the strengths and achievements of others.
20. Establishes a climate that encourages and rewards initiative and responsible risk-taking.
21. Promotes teamwork.
22. Is knowledgeable about the work area/discipline.
23. Is knowledgeable about M-DCC policies and procedures.
24. Is knowledgeable about characteristics of the M-DCC student body.

(continued)

MISCELLANEOUS ITEMS

25. What is your job role?
    A. Support/Classified Staff
    B. Professional Staff
    C. Faculty (not department chair)
    D. Department Chair
    E. Other Administrator

26. Is the person being reviewed your immediate supervisor?
    A. Yes
    B. No

27. In the future do you think you should provide feedback for this person's annual Performance Review?
    A. Yes
    B. No

28. The length of this instrument was:
    A. Just about right
    B. too short--needed more items **(PLEASE COMMENT ON ATTACHED SHEET)**
    C. too long--needed fewer items **(PLEASE COMMENT ON ATTACHED SHEET)**

29. The process of receiving, completing, and returning the documents associated with this pilot:
    A. Was satisfactory
    B. Needs to be revised **(PLEASE COMMENT ON ATTACHED SHEET)**

30. The instructions for this pilot were:
    A. Easy to understand
    B. Hard to understand **(PLEASE COMMENT ON ATTACHED SHEET)**

31. If fewer than four members of the administrative unit provide feedback, the results will not be forwarded to that administrator in order to preserve the anonymity of the participants. However, you may choose to have the administrator review a report containing your responses even if fewer than four responses are received. Please indicate your choice below:

    A. Do **NOT** forward my responses unless at least four people respond.
    B. Send the administrator a report containing my survey responses **even if** fewer than four responses are received.

ab
3/92

Appendix C

FACTOR ANALYSIS METHODOLOGY

The factor analysis was based on 1,038 responses out of the original 1,272 received since the decision was made that any survey with any of the 24 items blank would be deleted from the analysis. A correlation matrix served as the input for the factor analysis (see Table 3). The Statistical Analysis System (SAS) was employed for the factor analysis.

Maximum likelihood factor analysis was used to obtain the common factors. This approach is preferred when sufficient computer time is available since it has desirable asymptotic properties, gives better estimates for large samples, and provides the opportunity to test the number of common factors. A six-factor solution was chosen since Akaike's Information Criterion was at a minimum, Tucker and Lewis's Reliability coefficient was at a maximum, and a seven-factor solution produced communalities greater than 1.0. After an oblique rotation using Promax, the sixth factor was discarded since no items loaded above .30. Table 4 presents the rotated factor pattern (standardized regression coefficients) for the five remaining factors.

RZ92-337
10/22/92